COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION
YEAR – 2026-2027 SEMESTER - III DEPARTMENT – POLITICAL SCIENCE
DR. SREEPARNA DASGUPTA - DSCC 3 (Political Theory: Approaches and Debates)

Topic/Unit	Competency-Based Expected Learning Outcome *(Knowledge, Skill, Value, Attitude)*	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
Normative; Legal-Institutional; Empirical-Behavioural---Systems Analysis; Structural Functionalism. .	Knowledge: Conceptualise key approaches in Politics Skill: Ability to critically analyze and compare the different approaches to politics. Value/Attitude: Appreciation of core approaches to politics.	Class-test	Lecture & Interactive class discussion	10-12 hrs	
Liberalism; Social Welfarism; Neo-Liberalism.	Knowledge: Develop knowledge of foundational approaches and concepts. Skill: Ability to compare diverse political approaches. Value/Attitude: Appreciation of the differences between the three approaches.	short written assignment; classroom quiz/ questioning.	Lecture & comparative discussion	6 hrs	
Postcolonialism and Feminism	Knowledge: Understanding the postcolonial and feminist narrative in politics. Skill: Ability to analyze the different aspects of post-colonialism and Feminism. Value/Attitude: Appreciation of the importance of post-colonial and feminist discourse in politics.	MCQ based assessment	Lecture & discussion with power point presentation.	5 hrs	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION
YEAR -2026-2027 SEMESTER - 3 DEPARTMENT -POLITICAL SCIENCE
Dr. Sayoni Choudhuri Patra
DSCC 3: Political Theory: Approaches and Debates Module -II

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
4. Marxian Approach: Dialectical Materialism and Historical Materialism	**Knowledge:** Explain the fundamental principles of Dialectical Materialism and Historical Materialism. **Skill:** Distinguish between the two approaches and apply them to understand social and historical change. **Value/Attitude:** Develop a critical understanding of material conditions and structural explanations of social change.	Class test	Extensive lecture and discussion on Dialectical and Historical Materialism	5 Hours	
5.Key Ideas: State (with Relative Autonomy); Class and Class Struggle; Surplus Value; Alienation	**Knowledge:** Explain Marxian concepts of the State, relative autonomy, class and class struggle, surplus value and alienation. **Skill:** Analyse the interrelationship among economic structure, class relations and political institutions. **Value/Attitude:** Develop critical awareness of inequality, exploitation and power relations.	Short written assignment	Lecture-cum-discussion, conceptual mapping and selected textual extracts.	7 hours	
6. Party: Democratic Centralism; Lenin–Rosa Luxemburg Debate; Revolution: Lenin and Mao; Hegemony and Civil Society: Gramsci	**Knowledge:** Explain democratic centralism, the Lenin–Rosa Luxemburg debate, Lenin's and Mao's approaches to revolution, and Gramsci's concepts of hegemony and civil society. **Skill:** Compare different Marxist approaches to party organisation, revolution and political transformation. **Value/Attitude:** Develop critical and comparative understanding of diverse Marxist perspectives on political change and social transformation.	Short written assignment	Extensive lecture on Lenin, Luxemburg, Mao and Gramsci. Debate on party organisation and revolutionary strategy.	5 Hours	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION
YEAR – 2026 SEMESTER - V DEPARTMENT - Political Science
PLSM DSCC 4 Politics in India I: Structures
Teacher: Sharmila Mitra Deb

Topic/Unit Module I	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
Politics in India: nature and trends.	Students will understand the nature and major trends of Indian politics and develop the ability to relate the structural features of Indian politics to the functioning of the political process. They will develop analytical skills to interpret contemporary political developments.	Quiz, Class assignment, Class discussion	Lectures, PPTs, group discussions and current affairs analysis. Students will examine the nature and major trends of Indian politics and relate them to the structural dimensions of the political process. Evaluation through quizzes, class assignments and classroom discussion.	7 hrs	
Party system: features and trends – major national political parties in India: ideologies and programmes. Rise of state-centric political parties: Overview. Major political parties in West Bengal: ideologies and programmes.	Students will identify the features and trends of the Indian party system and develop comparative understanding of major national political parties, their ideologies and programmes. They will understand the rise of state-centric political parties and analyse major political parties in West Bengal.	Comparative assignment, Group presentation, Quiz	Lectures, PPTs, comparative analysis and case studies, supported by party documents and election material. Students will compare party systems, ideologies and programmes and examine the rise of state-centric parties, with particular reference to West Bengal. Evaluation through comparative assignments, presentations and quizzes.	11 hrs	
Interest groups: role of business groups; working class, peasants.	Students will understand the concept and rationale of interest groups and examine the role of business groups, the working class and peasants in Indian politics. They will develop the ability to analyse collective interests and their participation in the political process.	Class assignment, Discussion, Short written test	Lectures, case studies, group discussions and contemporary examples. Students will examine the role of business groups, working class and peasants as interest groups and relate their activities to political processes. Evaluation through class assignments, discussions and a short written test.	7 hrs	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION
YEAR – 2025-26 SEMESTER - VI DEPARTMENT – POLITICAL SCIENCE
PLSM DSCC 4 – Politics in India I: Structures
Dr. Sumedha Verma

Topic/Unit Module II	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
Election Commission: Composition, Functions, Role; Electoral Reforms	Understanding electoral institutions and reform debates. Critical engagement with democratic processes. Commitment to free and fair elections and democratic ethics.	Written assignments, quizzes, tutorials, group discussions	Lectures with audio-visual aids; discussion of case studies on electoral reforms; guided classroom discussions.	12	
Federal Institutions: Interstate Council, Zonal Councils; Finance Commission	Structure and functioning of inter-governmental institutions. Analytical understanding of Indian federalism. Appreciation of cooperative federalism.		Lectures, PowerPoint-aided teaching, and classroom discussions focusing on institutional roles and functions.	10	
Civil Service: Evolution; Role; Generalist vs Specialist Debate; Neutrality	Understanding civil services and administrative debates. Critical evaluation of governance models. Ethical reasoning and respect for neutrality in administration.		Lectures with audio-visual presentations; structured classroom debates and discussions for evaluative learning.	18	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION
YEAR – 2026-2027 SEMESTER - III DEPARTMENT – POLITICAL SCIENCE
DR. SREEPARNA DASGUPTA - SEC 3 (LEGISLATIVE PRACTICES AND PROCEDURES MODULE 1)

Topic/Unit	Competency-Based Expected Learning Outcome *(Knowledge, Skill, Value, Attitude)*	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
1. Members of Parliament: Powers, Functions and Privileges	Learning Objectives: The students will be able to: Knowledge: Introduce the composition of Parliament and the constitutional position of an MP. Explain the legislative, financial, executive-control and representative functions of MPs. Familiarise learners with parliamentary privileges and the tools MPs use (questions, motions, committees). State the powers, functions and privileges of MPs with relevant constitutional provisions (Arts. 79–122, 105). Skill: Trace how a Bill becomes law and interprete parliamentary tools such as Question Hour and Zero Hour. Value: Appreciate accountability, deliberation and the sanctity of parliamentary privilege. Attitude: Develop an informed, critical interest in the working of Parliament and the role of the representative.	Formative: oral questioning; think-pair-share on MP roles. Skill-based: flow-chart of the law-making process. Summative: short-answer test/quiz on powers, functions and privileges.	Strategies: interactive lecture; case discussion of a recent Bill Aids: PPT, Constitution of India extracts, Lok Sabha/Rajya Sabha TV clips, chart paper. Evaluation process: class test, group presentation, MCQ test	6	
2. Members of State Legislative Assemblies: Powers and Functions	Learning Objectives: Knowledge: Describe the composition and role of the State Legislature and its Members (MLAs/MLCs). Explain the legislative, financial and oversight functions of MLAs within the State. Compare the powers of MLAs with those of MPs in the federal structure. List the powers and functions of MLAs, including law-making on State/Concurrent List subjects, budget approval and control over the executive. Skill: Compare Union and State legislators through a structured table; analyse the State budget process. Value: Recognise the MLA's responsibility towards constituency needs and federal cooperation. Attitude: Show readiness to engage with State-level governance and participate responsibly as a citizen.	Formative: class discussion; MCQs Skill-based: comparison chart (MP vs MLA). Summative: short/long-answer questions.	Strategies: lecture-cum-discussion; comparative chart activity in groups; case study of one State Assembly session. Aids: PPT, State Assembly proceedings/website, newspaper clippings, whiteboard. Evaluation process: class test, group presentation, MCQ test	6	

Topic/Unit	Competency-Based Expected Learning Outcome *(Knowledge, Skill, Value, Attitude)*	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
3. Rural and Urban Local Self-Government: Functionaries, Functions and Responsibilities	Learning Objectives: Knowledge: Introduce the constitutional basis of local self-government (73rd and 74th Amendments). Explain the three-tier Panchayati Raj system and urban bodies (Municipal Corporation, Municipality, Nagar Panchayat). Discuss the functionaries, functions and responsibilities of each level, and how they serve citizens. Identify the structure, functionaries (e.g., Sarpanch, Mayor, Commissioner) and functions of rural and urban local bodies. Skill: Differentiate rural and urban bodies, and map local service delivery (water, sanitation, health, planning). Value: Value grassroots democracy, participation and inclusion, including reservation for women and weaker sections. Attitude: Develop a sense of civic responsibility and willingness to engage with local governance.	Formative: question-answer; labelling structure diagrams. Skill-based: mini-project/field report on a local body. Summative: written test and presentation.	Strategies: lecture with organisational charts; field visit to State legislative Assembly Aids: PPT, structure charts, 73rd/74th Amendment extracts, local body website/reports. Evaluation process: class test, group presentation, MCQ test	8	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION
YEAR – 2026-27 SEMESTER - III DEPARTMENT – POLITICAL SCIENCE
SEC-3 Legislative Practices and Procedures Module 1
Ms. Archana Verma

Topic/Unit	**Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)**	**Assessment**	**Brief Description of Strategies, Aids (if any), Evaluation process**	**Hours Allotted**	**Evaluated Outcome/ Post-Teaching Reflections**
Rural and urban local self-government: functionaries, functions and responsibilities.	Knowledge: Detailed understanding of the structure, composition and constitutional basis of rural and urban local self-government in India, including Panchayati Raj Institutions and Urban Local Bodies. Skill: Ability to differentiate and compare rural and urban local governance institutions, analyse their functions and responsibilities. Value/Attitude: Appreciating the significance of accountability, transparency and responsiveness in local institutions.	Written assignments; group discussions	Lectures explaining the rural and urban local self-government with contemporary examples; followed by discussion.	10	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION
YEAR -2026-2027 SEMESTER - 3 DEPARTMENT -POLITICAL SCIENCE
Dr. Sayoni Choudhuri Patra
SEC 3: Legislative Practices and Procedures Module -II

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
5. Committees: Types, Objectives and Functions	**Knowledge:** Understand the different types of legislative committees, their objectives and functions. **Skill:** Ability to classify committees and analyse their respective roles. **Value:** Appreciate the importance of deliberation and institutional scrutiny in a democracy. **Attitude:** Develop respect for parliamentary procedures and collective decision-making.	Class test	Teaching through lecture-cum-discussion.	5 hours	
6. Role of Committees in Reviewing Government Finances, Policy, Programmes and Legislation	**Knowledge:** Understand the role of legislative committees in financial, policy, programme and legislative scrutiny. **Skill:** Ability to analyse the role of committees in executive oversight and accountability. **Value:** Appreciate transparency, accountability and responsible governance. **Attitude:** Develop a critical and informed approach towards legislative scrutiny of government functioning.	class discussion, analytical answer,	Lecture-cum-discussion using examples of committee scrutiny of government finances, policies, programmes and legislation. Selected committee reports/cases will be used to demonstrate mechanisms of legislative oversight. Students will critically examine how committees contribute to accountability and transparency.	4 hours	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION
YEAR – 2026-27 SEMESTER - III DEPARTMENT – POLITICAL SCIENCE
SEC-3 Legislative Practices and Procedures Module 2
Ms. Archana Verma

Topic/Unit	**Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)**	**Assessment**	**Brief Description of Strategies, Aids (if any), Evaluation process**	**Hours Allotted**	**Evaluated Outcome/ Post-Teaching Reflections**
Conversion of bill to law-procedure, role of standing committees in reviewing a bill, legislative consultants, framing of rules and regulations.	Knowledge: Understanding the legislative process through which Bill is introduced; role and functions of Standing Committees. Skill: Ability to develop skills in reading Bills, identifying key provisions, evaluating legislative proposals and analysing parliamentary committee reports. Value/Attitude: Demonstrate respect for democratic procedures, parliamentary debate and constitutional principles in law-making.	Written assignments; group discussions	Lectures explaining the legislative processes through which bill is introduced, conversion of bill to law-procedure; followed by discussion.	12	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION
YEAR – 2026-27 SEMESTER - III DEPARTMENT – POLITICAL SCIENCE
IDC -1 - Understanding Governance Module 2
Ms. Archana Verma

Topic/Unit	**Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)**	**Assessment**	**Brief Description of Strategies, Aids (if any), Evaluation process**	**Hours Allotted**	**Evaluated Outcome/ Post-Teaching Reflections**
Major issues in Governance I: People's Participation. Public Service Delivery.	Knowledge: Understanding the meaning, significance and mechanisms of people's participation in governance. Skill: Ability to assess the quality, accessibility and effectiveness of public service delivery, identify governance gaps and suggest practical measures for improvement. Value/Attitude: Appreciating the values of participatory democracy, transparency, accountability, inclusiveness and equity in governance.	Written assignments; group discussions; presentation.	Lectures explaining people's participation and idea of public service delivery with contemporary examples.	10	
Major issues in Governance II: Citizens Charter; Right to Information.	Knowledge: Explaining the meaning, objectives and significance of Citizens' Charters and the Right to Information (RTI). Skill: Analysing the role of Citizens' Charters and RTI in improving public service delivery and administrative accountability. Value/Attitude: Developing a rights-conscious and participatory attitude towards governance.		Power-point aided lectures to explain Citizens Charter and Right to Information with relevant examples.	10	
E- Governance. Green Governance. [Major features, Case Studies and challenges].	Knowledge: Understanding the concepts of E-Governance and Green Governance, identify their major features, objectives and institutional mechanisms. Skill: Critically examine challenges such as the digital divide, data security, accessibility, institutional capacity and sustainability. Value/Attitude: Developing a technology-aware, environmentally responsible and citizen-oriented attitude towards governance.		Lectures explaining the idea of E-Governance and Green Governance with contemporary examples; followed by discussion.	16	